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## Leadership in Education

*THE articles which are included in this number of the Phi Delta Kappan complete the series of articles on Leadership in Education which were planned for the year. Four phases of Leadership have been discussed, namely: The Training of Leaders, The Opportunity for Leadership, Problems for Solution, and Past History and Future Prospects for Leadership. I feel confident that these discussions have led to a clearer vision of our opportunities and a more explicit definition of the obligations of Phi Delta Kappa at this time as a National Educational Fraternity. I wish to express officially at this time to those who prepared contributed articles, the appreciation of the executive committee and the fraternity as a whole for their valuable and stimulating contributions.*

*WILLIAM S. GRAY, National President.*

### Problems Challenging Leadership in American Education

**I**T is well to distinguish between the leader and the expert in education. Leadership implies oversight and direction of effort, analysis of work to be done, definition of aims and purposes, the setting up of goals and standards, determination of means and methods, and selection and management of agencies. The leader is concerned not only with what goes on within the school, or system of schools, but also with the relation of the school, or system, to the community which it serves, and the place and function of education in relation to the other activities and interests of modern life. The field of the expert is a narrower one. His energy is concentrated on the definition of processes and the measurement of results, on questions of skill and accuracy and the correct estimation of the value of method in economizing effort and on the quality, quantity, and permanence of the results secured. He deals with matters of fact, and questions of knowledge as to what is true, and not with questions as to what ought to be true. The problems of the expert are, in part, those of experimental psychology, experimental pedagogy, and the determination of scales and standards for the measurement of results. These problems are of much value and their solution is of great

importance, but they cannot be considered in this paper.

In the class of problems that challenge the educational leader, that which is fundamental to all others, is the problem of training the youth of the nation for worthy and productive citizenship—not citizenship simply in the sense of taking an interest in all that concerns our political well-being and exercising wisely at every opportunity the privilege of voting, but in the larger sense of developing within every individual the ability and disposition to occupy a useful place in the industrial, economic, civic, and social life of the city, state and nation.

**Problem one**, therefore, is the problem of education for useful and productive citizenship. What is it to be a desirable American citizen, and how shall one be educated so as to become such a citizen? Evidently the central element of such a concept of citizenship is that of service. The useful or valuable citizen must have the ability and the disposition to serve. **Problem two**, then, may be stated as the problem of education for service. How can the citizen serve, and how is he to be educated to serve properly? Considered abstractly, there is, primarily, but one way to serve, and that is through behavior. An individual serves only by what he does. No matter

what the outcome of his education may be, if it does not, directly or indirectly, influence his behavior in such a manner as to affect favorably the lives of others, his education is without social or community value. Hence, **problem three** is that of establishing, directly or indirectly, serviceable behavior controls. Analysis of this problem shows that one may, through behavior, render service in the following general ways:

(a) Behavior that changes environment temporarily or permanently so that the changes made may be used to satisfy the wants and enhance the values of life. This is essentially vocational education. Consequently, **problem four** is that of determining education for a useful vocation. This problem involves a number of subordinate ones according to the vocation which one has in mind. We have not the time or space in this paper to consider these problems. There is, however, a distinction that ought to be made. We may seek to promote those types of vocational education that fit one to do more or less skillfully what others have done, or we may try to educate so as to create new values, and uncover new fields of development. Hence, **problem five**, vocational education by which men and women are equipped to do the many thousands of things that we already know how to do, and for which there is constant need of large numbers of skilled men and women, and **problem six**, vocational education that will guarantee the creative element, and provide for the development of initiative in the industries and other vocations.

(b) Behavior by which one appropriates the handiwork of others to satisfy his own wants and to realize the values which he desires. **Problem seven**, therefore, may be stated as education for the appreciation of values and the disposition to make full and intelligent use of the service of others. The importance of this problem can hardly be over-estimated. It involves the whole question of the right uses of leisure and of wealth, and the disposition and ability

to take advantage of the best things in art, music, and literature, and in our economic, social, and civic life. The problem is especially difficult because its solution involves the education of the feelings, the psychology and pedagogy of which is not only different from that of knowledge and habit, but is much more complicated, and less understood.

(c) Co-operative behavior. Under present conditions, practically all service involves working in groups, community effort and effective co-operation. Hence, **problem eight**, education to establish the ability and the disposition to co-operate with others. This problem is especially important at the present time. It involves the essentials of democratic living in every type of activity in which people are engaged, such, for example, as mutual understanding, and good-will, the ability to appreciate the other man's point of view, and an open mind toward all questions which involve the general well-being or the interests of large numbers of people. The basis of such education must be securely laid in the home and in the elementary school. Children need to learn early how to co-operate in undertakings which are appreciated by themselves as being worth while, not merely on the play ground, but also in the school and the class room. How may these qualities be effectively secured through education?

The problems thus far stated are general. They are with us always and everywhere. Problems peculiarly important at the present time are those which have grown out of the wide spread and profound changes that are rapidly taking place in our national life and our international relations. These changes have thrown our institutions more or less out of joint, so that we face a critical period of necessary and thorough-going reconstruction. The changes to which I refer, all of which have given rise to problems of greatest importance to education, may be stated as follows:

1. The rapid growth of American cities. Within less than a century we have changed from a confederation of states

to a great republic of cities, from a nation whose population was almost entirely rural to one the majority of whose population is now urban. One nineteenth of the whole population lives in a single city, and one-fourth of it in sixty-eight cities, having each a population of more than one hundred thousand. This change is still going on and seems destined to continue. Among the many problems for elementary education that it has occasioned may be mentioned the following:

(a) The problem of the conservation of the health, life, and energy of the people through protection and conservation of child life and energy. How shall the human material committed to the schools be so handled that none of it will be spoiled or wasted, and that all of it may be trained for happy and useful citizenship? How shall children be classified for this purpose so that the normal, the abnormally bright, the specifically gifted, the physically, mentally, morally, and economically handicapped, shall all receive the care and attention they need?

(b) The problem of selecting and distributing the products of education, that is to say, the problem of educational and vocational guidance and placement. The importance of this problem cannot be questioned.

(c) The problem of utilizing effectively popular interest and good-will with respect to education. The present interest in education on the part of the rank and file of the people is the greatest in our national history. Education is discussed on every hand. It occupies more space in popular magazines and the public press generally and has consumed more time and attention of the legislatures that have been meeting in practically all the states, than at any other period. When the legislation recently passed becomes effective more than twice as much money will be spent annually on public education in the country as a whole than was spent prior to the war. How to continue popular interest and

fully justify this increased financial support, are questions of vital concern to the schools and to the people.

(d) The problem of effective publicity. Our educational theory has naturally outgrown our educational practice, and our educational practice in the schools has in turn outgrown the knowledge which the people in general have concerning what is actually taking place in the schools. Many even of our most intelligent citizens are thinking too much of the schools in terms of what they knew them to be twenty-five or thirty years ago. This situation gives rise to numerous and difficult practical problems in school administration. The people, directly or indirectly, must choose the boards of education. The boards in turn must choose their chief executive officers and approve or disapprove their plans for the practical administration of the schools. The average board of education, composed of professional and business men, is much more capable of understanding and appreciating the business and financial administration of the schools than the educational administration. Consequently, it not infrequently happens that the very qualities which best fit a man for the position of superintendent of schools are least appreciated because they are not understood. Everywhere, greater and more successful effort needs to be made to keep the people as fully informed as possible as to what the schools are doing and of new measures that are taken for their improvement.

(e) The problem of selecting and training competent teachers, both before appointment and while in service, and of securing competent leadership and expert service in the management of the schools, is a difficult and important one.

(f) The problem of promoting effective teamwork without friction and lost motion in the administration of the schools is also an interesting and difficult one at the present time. We have not yet learned how to utilize in the serv-

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## Leadership

THE graduate school has never learned that leadership is more profoundly moved by emotion than by reason. Graduate scholarship has persisted in developing solutions to problems and has paid only incidental attention to the use of these solutions in the modification of conduct.

It is obvious that one cannot wisely lead who has no knowledge; but, though less obvious, it is equally certain that no one can lead who has only knowledge. When one essays to convert another he frequently finds that though the reason is satisfied, the heart is not convinced. Acceptance of leadership is based on faith in the leader rather than upon the brilliance of his ideas; and faith is inspired by sincerity, unselfishness and

personality rather than by logic, keenness, and technical knowledge.

Therefore, the members of this fraternity who aspire to leadership must be more than students. They will possess wise solutions to common problems, but they must add sympathy and force and vigor. The native hue of resolution must not be sicklied o'er with the pale cast of thought. They must laugh and weep, have hobbies and enthusiasms, be courageous enough to make mistakes and be bold enough to form convictions for which they are willing to fight. A rapier-like intellect does not cut unless it has strength behind it.

W. W. CHARTERS,

Carnegie Institute of Technology.

## The Challenge to Educational Leadership

THE need of the hour is a reorganization of our standards of value. The world war has made it clear that the path of progress lies straight through the jungle of human emotions. Narrow patriotism, individual greed, unrestricted self-indulgence, always result in war, and lead inevitably to degeneration. Education must take for its basic aim the redirection of man's elemental passions toward devotion to a collective co-operative struggle for human betterment. The remedy for existing conditions is obvious, but lacks adventurous, courageous men to blaze the trail for us, to open the pathway along which others may follow. The leadership the world needs most is leadership in the recognition of spiritual values.

There is more to education than either knowledge getting or the development of power. In the last analysis, it is what is taught in the classroom and the way it is taught that determines national destiny. Germany proved that it is possible to create a national spirit through control of education. War and its aftermath have brought a flood of propaganda. The commercial and po-

litical forces of the world have been quick to recognize the power latent in anything which serves to stir men's emotions and direct them to action. If our civilization is to endure, the schools must take on a new function, the nurture of life ideals and the development of enduring controls of behavior. That which, up to the present, has been incidental and implicit must be made basic, fundamental. There must be deliberate, intelligent organization of subject-matter and methods along new lines. The growth of character and aspirations cannot be left to chance.

During the last few years we have emphasized the scientific study of educational problems, but Research in itself is not a safe guide. It marked a step in advance when teachers learned to base their works on facts instead of opinion, but facts need interpretation. Many an investigator, in his efforts to free himself from the superstitions of the past, has succeeded only in entangling himself in more serious difficulties. The truths and laws of science are always partial truths and imperfect generalizations. It is comparatively easy to give

standard tests and to make a survey, but it is just as easy to be misled by results, to reach wrong conclusions. The same facts have different meanings when looked at from different points of view. The standards of value we use in making judgments count as much as the facts themselves.

It cannot be too much emphasized that Research is a means to an end and not an end in itself. One must be willing to follow open-mindedly the facts wherever they lead, but one must also be slow in deciding that he has rounded up **all** the facts. We must remember always that the whole is greater than any of its parts, and often greater than all of them, considered individually and separately. Our eyes must be open to the things we have not measured, and we must "see the woods" as well as the individual "trees."

A slavish worship of scientific research leads straight to materialism. Commercialism, imperialism, agnosticism, are other results of short-sighted vision. True leadership is shown in the search for meanings behind facts, not merely for facts themselves. The truths and values of greatest import are to be sought in the unconquered realm which lies ever just ahead, apprehended by faith, but not yet touched by science. Today we can see plainly that it is the emotional, the ideal, the spiritual elements, in education which have been most neglected.

Neither is Service a safe guide in itself. Service without vision is vain. There are many who are touched by the misfortunes of their fellow men, but few who really serve. Too often we merely give to charity to ease our troubled consciences. We may call it Service, but the vital emotional element is lacking. Big business is finding that "service pays," but too often the kind of service which has for its aim self-benefit, not the good of the other fellow.

True leadership in service, as in research, is to be measured by the vision which dominates the server, by the faith which inspires his efforts. Only that in-

dividual can be said truly to serve who has seen beyond the material present enough to identify his success with that of the common good. The man of great ideals gives himself completely, wholeheartedly, without thought of personal gain. The citizenship we teach in our schools must rest on a rich emotional development and a sound working organization of all of man's powers, whether of body, mind, or spirit.

Sentimentalism has no place here. It is not sentiment, but vision and understanding control that are needed. Sir Francis Galton, the first man to apply the methods of science to the study of human development, recognized at once that there are two great factors which determine the outcome of the educational process, Nature and Nurture. With the clear insight of genius, he selected the more tangible of these as the one which should be attacked first, and gave himself unreservedly to the attempt to win control over the original nature of man. Educational psychology, measurement of intelligence, eugenics, are some of the direct results of his labors, and more will follow endlessly. That was research, service, leadership, of the highest order. Now the world awaits another great leader who shall do for Nurture what Sir Francis and his followers have done for Nature.

Consider for a moment the changing social order. For untold centuries physical force ruled in the affairs of men. Even as in war it rules to this day. Here and there a poet sang of happiness and love, a prophet told of a better world that might be, but progress was slow and the lot of man hard. Religion, duty to God, hope for happiness beyond the grave, fear of everlasting torment, supplied forms of emotional controls which made it possible for men to endure their hardships and build up by slow degrees the organization we call civilization. In the past philosophy and religion have been the chief factors in the development of human character and in the growth of social ideals of liberty and democracy.

Then in the fullness of time science was born. Man learned how knowledge arises, how truth is discovered. He applied his new methods to the forces of nature, and brought them into submission. Fire, water, earth, and air yielded up their secrets. Plant and animal life were no less fruitful. Man prospered and became rich and mighty. One by one the misconceptions and superstitions of the past gave way before the advancing tide of truth. The inevitable result followed. Man became suspicious of every idea not susceptible to experimental proof. Science was given precedence over religion, tacitly if not formally. The material, the objective, the factual was enthroned; the intangible, the emotional, the spiritual, was ignored or regarded with suspicion.

Suddenly we find ourselves at the beginning of a new era. On the material side, the conditions of living and working have changed. On the intellectual side, the amount and range of human knowledge are enormously increased. On the interpretative side, however, the old ideas have broken down but the new have not yet been evolved. Home, school, church and state are all struggling to adjust themselves to the new conditions. Everywhere man's control is evident except in the most vital field of all, control of his own hopes and fears, of his loves and hates, of his relationships to his fellow men, and of his own development and destiny.

To many, times of change and readjustment are times of fear and dread. But there is no cause for pessimism. Man has at last turned upon himself those methods of investigation which have proved so effective in every other field and, in the end, will win control over himself as over the rest of nature. To be sure, man's emotional life today is nearly as primitive, as unorganized, as in his savage state. Through thousands of years of recorded history the same ambitions have stirred the hearts of man, the same rude passions have continually broken through the thin veneer of control which an advancing civilization has

imposed, the same uncertainties and fears have overshadowed all thoughts of the future. Today, as in the past, civilization trembles in the balance at each new period of readjustment. But man is greater than he has ever been, greater than he has yet become. He is as great as the highest dream of the greatest poet, as the most far-reaching vision of the greatest prophet. Today we are beginning to see that there are untapped resources of power and energy hidden in man's emotional nature. It is the spiritual that shall rule eventually, not the physical, nor the intellectual. It is the function of education to make the rule of the ideal possible.

It grows increasingly plainer that the social problems of the day can be solved only in the classroom. Education alone can make democracy safe for the world. Whether or not nations eventually succeed in working co-operatively together will depend upon what is taught in our schools. Whether or not the problems of capital and labor ever reach an amicable settlement will depend upon the school experiences we give children in the use of the machinery by which human conflicts are harmonized. Whether or not the human race finally achieves its high potential destiny will depend upon our success in developing control over basic instincts and emotions, and in so interpreting during school years the story of human development that our graduates will go forth into the world with all the potential powers of their emotional life organized around great ideals. It is evident that changes, great changes, must be made in what we emphasize in the classroom and in the way we teach the children to do their work. The world awaits that man of genius who can give the leadership we need in the domain of emotion, of feeling, of vision. It is in the development of intelligent and effective control of the spiritual elements in education that leadership is most needed at present.

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## Some Illustrations of Educational Leadership

IN this short article hardly more is possible than brief mention of a few significant illustrations of educational leadership in the United States during the recent past.

Thirty years ago our universities had not yet fully recognized their duty of providing for the study of education in such a way as to train for leadership. Teachers' associations, then as now, only occasionally achieved leadership; educational research as such was hardly thought of; there were no great private foundations for the advancement of education; our educational literature in books and periodicals was yet in the making. I purpose, accordingly, to discuss briefly leadership achieved by the agencies mentioned above during the period under consideration. Naturally those agencies were not and are not independent of each other.

### Leadership through University Departments of Education

Though inaugurated by the University of Michigan in 1879\*, university departments of education, thirty years ago, were still struggling for recognition of the scope, variety, and complexity of the problems of education in order to justify the maintenance of such departments; and separate university schools of Education within the university were nonexistent. It was common for a university to appoint a single professor of Education and to expect him to cover the whole field in the courses which he could offer; and it was not uncommon even in the larger and more influential institutions to expect such a professor to divide his time between courses in Education and courses in other subjects (often Philosophy, at that time generally including Psychology). Today there are very few self-respecting universities which have not at least one full-time professor of Education; and many universities have a well-staffed department of Education or a school of Education employing many professors and other teachers. The men and women trained

in these university departments or schools of Education have exercised leadership in their profession in notable ways. They are leading teachers in schools, colleges, and universities, principals and superintendents of schools; and some of them are presidents of colleges and universities. It is impossible to appraise the sort of leadership here referred to in exact terms; but it is widespread, increasing in importance, and recognized in the progressive development of education of every grade and kind.

\* Other universities had made attempts to provide for the study of Education or to found departments of Education long before this date, but none of them were permanent.

### Leadership through Teachers' Associations

The National Educational Association has endeavored to be an active force for general educational progress throughout its history, and has at times achieved distinguished leadership. During the late nineties of the last century for example, it exercised such leadership through three of its committees—the Committee of Ten on Secondary School Studies; the Committee of Fifteen on Elementary School Studies, Correlation, and Supervision; and the Committee on College Entrance Requirements. The reports of these three committees are landmarks in educational progress. The most significant recent example of such leadership by the National Educational Association is exemplified by the Commission on the Reorganization of Secondary Education.

Nor must we forget the leadership of organizations of colleges and secondary schools in the New England states, the Middle states, and in the North Central states, in promoting better education in the secondary schools and colleges and better articulation of colleges and secondary schools; and the leadership varying in kind and in degree achieved by more recent associations, such as the National Society of College Teachers of Education, the National Society for the Pro-



motion of Vocational Education, and the National Vocational Guidance Association—all of them playing an important part in directing the efforts of students and professors of Education in their several fields of activity.

### **Educational Research**

Most significant in educational leadership is the contemporary interest in educational research for which university departments of Education are largely responsible. We already have an Association of Directors of Educational Research and hundreds of classroom teachers, as well as university professors, directors of research in public school systems, state departments of education, and several great Foundations are devoting much time and energy and large sums of money to educational research. The field is of course as broad as educational endeavor. Tests and scales for measuring general intelligence, achievement tests in the several subjects studied by pupils in elementary and secondary schools, statistical studies in school administration and educational finance—all of these indicate the comprehensive activities involved in educational research. Such research is destined to render educational procedure increasingly scientific. No leadership is full of greater promise than this.

### **Leadership through Private Foundations**

At least three of the great Foundations, the General Education Board, the Division of Education of the Russell Sage Foundation, and the Carnegie Foundation for the Advancement of Teaching must be referred to with respect by any one who speaks of educational leadership in the United States. The General Education Board has stimulated educational progress throughout the country by financial support of educational research; and particularly by liberal subsidies it has enormously increased local effort for the advancement of Education, both private and public, in schools and colleges, in city, rural, and state school systems; and by some of its surveys it

has even succeeded in more or less completely reorganizing schools or school systems which it had under consideration—to the great advantage of all concerned. The Division of Education of the Russell Sage Foundation has exemplified in some of its work the best type of educational research we have yet developed. The Carnegie Foundation for the Advancement of Teaching has, by its research work, and by its published studies of pension systems, not only made important contributions to education, but has led, by its studies of retiring allowances and by establishing pensions for college teachers, in the recognition of the principle of pensions for all teachers, and in the development of a sound basis for such pensions.

### **Leadership in Educational Literature**

The output of good educational literature in the United States during the last thirty years is extraordinary. A generation ago and for some time thereafter, it was possible for an earnest student of Education to read every year all the professional books worth reading; and good periodical literature in Education was at that time so meager as to be almost nonexistent. Nothing in the history of education in this country during the last thirty years is more significant than the development of our educational literature. During this period we have produced a larger number of good professional books and magazines than any other country in the world.

All of which means the steady and rapid growth of a professional consciousness in the teaching profession based on the possession of professional resources, and a widespread professional aggressiveness which is its natural outgrowth. Let us hope that this professional consciousness may be tempered by perennial self-criticism, and that our professional aggressiveness may always be directed by sound common sense.

PAUL H. HANUS,

Professor of School Administration,  
Graduate School of Education, Harvard University.

## What Makes for Leadership

ONCE heard a Harvard man who had known President Eliot from the early days of his administration comment on the reason for his success as a leader. He said, "You know, Eliot was trained as a chemist. Whenever he considers any matter of policy his trained mind demands a clear factual analysis of the situation, and then he acts on the facts. He is always open-minded and always firm; eager to know the facts, and resolute in following them." From this I learn that a great leader is an empiricist.

A former student of President Harper once repeated the comment of an auditor who had heard one of those lessons in which Harper used to introduce a group of people wholly ignorant of Hebrew to the first verse of Genesis in the original. The comment was, "Harper teaches Hebrew as though it were a succes-

sion of hair-breadth escapes." From this I learn that a great leader is an enthusiast.

We all know how Roosevelt used to wear out his party when they were on the hunt, or in conference, by his sheer ability to carry on for a long time work of the most arduous type. From this I learn that a leader cultivates energy and is a worker of unlimited capacity.

History tells us that Napoleon was able to throw off his mind all anxiety and go to sleep on a moment's notice when there was a lull in battle. From this I learn that a leader does the best he can with all his powers, and then does not worry about results.

I believe that anyone who would lead must study the example of leaders.

DR. CHARLES H. JUDD,  
Director of the School of Education,  
The University of Chicago.

## The Experts That Are Needed

THE profession of public education requires a highly trained body of experts at its top. This implies not merely a great variety of superior specialists in every particular phase of educational activity and thought, but men of breadth who have the power to perceive the educational situation as a whole and to co-ordinate all special contributions. I emphasize, especially for the present moment in our advance, the importance of wholesome educational leaders with effective co-ordinating minds.

We have had a considerable development of the profession along particularized lines during the last half of the nineteenth century. These specializations were largely the outcome of divisions of service in caring for practical responsibilities. They represented divisions of action rather than aspects in the understanding of our problem. Grade teachers, special teachers, supervisors, principals, superintendents, and business managers were the characteristic functionaries developed.

With the twentieth century, the development of expert specialization proceeded, but chiefly in connection with a significantly different aspect—that of scientific interpretation of the ends, conditions and processes of teaching and their administration. The educational psychologist, sociologist and statistician, the pedagogical experimentalist, the expert in the measurement of intelligence and achievement have emerged to make the educational activity a truly scientific service.

This current movement in our progress is marked. It is, however, so recent that we have done little more than cross the threshold of our scientific possibilities. Henceforth, the scientific specialist will analyze and direct the educational advance with a bewildering number of particular contributions, each of which will give new light on a single phase of education. The multiplicity of particular scientific studies of education already stresses the importance of another type of expert—the man required to overcome the limitations of the person of

special view and responsibility, the man who can see educational science and practice as a whole. We must somehow keep every bit of particular knowledge and skill in its appropriate place under a well organized philosophy of relative values. The superintendent of schools must, of necessity, do so. Practical responsibility to public opinion compels him to hold a kind of common sense perspective. In the absence of a definite philosophic perspective he summons merely an empirical and conservative common sense, which is a fair but inadequate substitute for a conscious philosophy of the relations of things.

To train leaders — philosophers in thought and generals in action—is a necessity that grows with the accumulation of specialized practitioners and theorists. They are an essential complement. With subdivision and specialization must come co-ordination and supervision.

Hence, the problem of making a real profession of public education calls for

expert leaders of varied types. Briefly, they may be designated as: (1) specialists in the practice of education, (2) specialists in the scientific investigation of goals, procedures and products, (3) general theorists or philosophers in educational thinking and (4) executives, administrators or supervisors of varying degrees of breadth, competent to direct, in a wholesome and balanced way, the specific forces of education.

But such leaders will hardly develop in adequate numbers on their own initiative. The whole body of teachers, in fact, the general public will need to see their necessity. A certain expectation of effectiveness must be set up for experts to meet. The expert is not merely a person superior in scientific knowledge and skill. He must have a group status to be fully useful, that is a definite social recognition of his need and a ready appreciation of services that conform to high standards, clearly set up and understood by both teachers and laymen.

HENRY SUZZALLO,

President University of Washington.

## The Teaching Profession and Social Problems

THERE have been periods of great social crisis in the past in which school men have worked and written and left us no indication in their writings that they had any contact with or any interest in the great social forces which we now see to have been completely revolutionized. The question naturally arises, may not this be true at the present that, as school men, we are taking too little interest in the great social forces that are probably determining the character of education as well as the character of the future? In the future we may ask what really shapes the character of the present generation—whether it is the technical school room or the influence of the movies, the newspaper, public games and amusements, professionalized propaganda of various kinds.

With the development of professional technique and the definite professionalizing of the teacher's work, there is danger that the school man will lose his position as a leader in community activities and welfare. It is true that our profession gets ahead through this development of definite professional procedure, but it is also true that if perfection in this technique is made the sole requirement of the school administrator or teacher, he may lose that position as the leader and determiner of the community welfare which he once held and by rights should hold. There are a number of reasons why the educator must keep closely in touch with the various social movements of the time and well informed concerning social problems. One great reason is the growing radicalism of the younger generation both in high school and in

college. This is due partially to the large influx of foreign elements which incline to look at all such problems in ways somewhat different from the traditional American one. Then again there is the difference between the natural radicalism of the younger generation and the natural conservatism of the older. But if the younger generation considers the older uninformed and out of sympathy with what appear to be the dominant problems, the teacher will undoubtedly lose a great moral influence.

Then again the present period is one of great social plasticity in which all institutions are in a period of flux. The influence of intelligent criticism or intelligent instructive effort is now apt to be more important than in periods of ordinary times. This is also a period in which reactionary forces are having unusual influence. This together with the unprecedented extent to which all sorts of propaganda have been systematized and professionalized makes attention to these matters one of great concern. Since the acceleration of public opinion in any desired line is now become a business it is quite essential that those responsible for the education of youth should be familiar with this situation and competent to inform and guide the youth. There is need of a liberally minded and

informed leadership in education expressing itself not only in teaching but in the preparation of text-books and of materials for the curriculum. There must be leadership and direction in the formulation and direction of any extra curriculum activities.

To have such leadership educators must know the problems—not only educational problems but the problems of society; they must be well informed. If school men are to be leaders and not mere office holders, they must have close contact with problems that are interesting others and must have an understanding and an interest in those questions which appeal to the public at large.

Social progress in any line does not come of itself. A large part of progress is due to the initiative of the younger generation. They, to a large extent, furnish the guiding force; only with effort of both kinds can life be made better. Social evolution does not happen of itself. Progress comes only through keen insight, clear vision, determined effort, and personal sacrifice. It is the part of the educational leader to furnish these.

DR. PAUL MONROE,

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*You wish to keep yourself in touch with all that is doing in Phi Delta Kappa. Then you must keep in "good standing." See page 12 for particulars.*

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### Problems Challenging Leadership in American Education

(Continued from page 8)

ice of the children the full effectiveness of the teaching staff.

2. The rapid economic changes and growth in wealth and development of industrial life. These have given rise to numerous problems, for effective help in the solution of which the people are increasingly looking to the schools, col-

leges, and universities. There are many critical problems growing out of the production, distribution, and consumption of wealth and of economic goods, which are in urgent need of solution. There is not space for the development of this large group of problems. We can only raise the question as to the place of the leader in education in their right solution.

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